

TITLE III
No Child Left Behind
Awareness Sessions

English Achievement Objectives
And
Student Progress Indicators
(Power Point Narrative)

This presentation was made on April 7, 11, and 14th at locations in the northern, central and southern regions of New Jersey. The purpose of the presentation was to inform school districts of the accountability requirements of Title III of the No Child Left Behind Act and how the New Jersey Department of Education (NJDOE) will be implementing the provisions of the law. The following narrative and corresponding slides cover the major points of the presentation including:

- The annual measurable achievement objectives for English language proficiency being considered by the NJDOE;
- The English language proficiency test scores that schools must record during their annual testing this spring; and
- The “baseline data” that will be collected by the NJDOE based on the English language proficiency test scores.

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I. Overview of the Title III Accountability Provisions

A. **Purpose of Title III** (slide 4)

The overall purpose of Title III is to help ensure that students who are limited English proficient (LEP) are provided with the high-quality instructional programs to enable them to attain English proficiency and prepare them to meet the same achievement standards as other students. Another important purpose is to hold states, districts and schools accountable for the attainment of English language and core academic content knowledge of limited English proficient students. In order to establish accountability for student gains, Title III requires that states, districts and schools demonstrate annual improvements in the English language proficiency of LEP students.

B. **Annual Measurable Achievement Objectives** (slides 5,6,7)

In order for districts and schools to determine the degree of progress LEP students have made in learning English, states must establish

annual measurable achievement objectives. These are the expectations for student growth in English language proficiency that are attributable to effective programs and instruction.

There are two types of annual measurable achievement objectives that are required under Title III (slide 7):

1. An objective that establishes the amount of progress LEP students must make each year they are in a language assistance program (Bilingual, ESL or English Language Services), and
2. An objective that establishes a limit on the amount of time a student spends in a language assistance program in order to become proficient in English.

C. The English Language Proficiency Goal of Title III (slide 8)

The overall goal of Title III is for 100% of all LEP students to become fully English proficient within 3-5 years. This goal must be met by the year 2013-2014.

D. English Language Proficiency Assessments (slide 9)

Districts must continue to use their current language proficiency test to determine the language proficiency level of their limited English proficient students. At this time, three language proficiency tests are used by New Jersey school districts: The Idea Proficiency Test (IPT), The Language Assessment Scales (LAS), and the Maculaitis II Test of English Language Proficiency (MAC II). Because the statewide use of different tests for measuring English language skills cannot be used for reporting annual statewide measurable gains in a uniform way, the department plans to eventually phase in a single English language proficiency assessment which will be administered each spring for measuring and reporting annual student growth in English language proficiency. Districts would continue to use the three tests (IPT, LAS, & MAC II) for the purposes of identifying LEP students and for program placement. For purposes of measuring growth in English language skills over time, and reporting such growth annually to the department, a single test will be used statewide.

The department is currently exploring options for instituting a single test to measure English language gains in LEP students. The department has joined a consortium of states that are working with the Council for Chief State School Officers (CCSSO) to develop an English language development instrument that is sensitive to English language gains and can be used to make assumptions about students'

probable success in a mainstream program. This test will be field-tested across the United States in the fall and New Jersey will be one of the participant states.

E. How the New Jersey Department of Education has Prepared to Implement Title III (slides 10 and 11)

The department has taken a number of steps to implement Title III. One very important step will be taken at the end of April when the department will conduct a standard-setting study to align the test scores each of the language proficiency tests currently used by New Jersey schools to five proficiency categories: beginner, lower intermediate, upper intermediate, advanced and fully English-proficient. The result of this study will enable schools to convert their students' test scores into language proficiency categories and to report to the department the number of students scoring at each of the 5 levels. It will also enable the department to develop a statewide report that uniformly shows the number of students scoring at each of the language proficiency levels this spring. This data will constitute the "baseline data" against which next year's student scores will be compared to determine growth.

F. Standard Setting (slide 12)

The department will be conducting the standard-setting studies for the IPT and MAC II from April 29 to May 6, 2003. The dates for the LAS study will be determined at a later time.

G. Timeline (Slide 13)

In May/June all districts must assess their LEP students using an English language proficiency test. Once the standard-setting study is completed, districts will be provided with a conversion table that will enable teachers to assign a language proficiency level to each student based on the student's test scores.

Between June 15 and July 15, 2003 this baseline data will be collected from districts. Districts will be asked to report the number of students tested at each grade (by school) and of those, the number that tested at each of the five language proficiency levels. Districts will also be asked to report the number of students that met the criteria for exiting a language assistance program by grade.

H. English Language Proficiency Progress Objectives (slides 14-19)

As indicated earlier in the presentation, the department must establish two objectives relative to the English language acquisition of students: one that sets the annual expected growth in English and one that sets the amount of time it should take students to acquire sufficient English skills to be mainstreamed out of language assistance programs.

Progress Objective (slide 14)

Progress in English language skills will be demonstrated by means of students moving from one proficiency level to the next until they are mainstreamed; therefore, the state's progress goal for 2013-2014 is expressed in terms of all (100%) students progressing at least one level for each year that they are instructed in a language assistance program.

I. Interim Progress Objectives (slide 15-16)

The department must set interim objectives leading to the goal of 100% of students demonstrating annual increases of at least one language proficiency level for each year in a program. Two options are presented. Interim objectives can be set beginning at 50% of all students making progress in 2003-2004 (the first year comparative data will be available since 2002-2003 is the baseline year) and increasing incrementally over the course of ten years. Alternatively, the interim objective can begin at 60% of students demonstrating progress and increasing incrementally to 100% of students demonstrating progress by 2013-2014.

J. Interim Exit Objectives (slides 17-19)

The exit, or time-in-program, objective must also be expressed incrementally, leading to the goal of 100% of all LEP students acquiring English and exiting language assistance programs in three to five years. Because generally it takes less time for younger students to acquire a second language than it does older students, the exit objective will differentiate between elementary and secondary students. Younger students will be expected to acquire English proficiency and exit programs in four years or less, while older students will be expected to acquire English and exit programs in five years or less.

Again two options are presented. In the first (slide 19), the division between younger and older learners was made after the sixth grade. In the second (slide 20), the division was made after the fourth grade.

This objective will also be achieved incrementally, beginning with 60% of all students achieving the goal in 2005-2006 leading to 100% in 2013-2014.

K. Recording Baseline Data (slides 20)

The current school year, 2002-2003, is considered the “baseline year” compared to which student progress will be determined. Thus, it is important that schools maintain accurate records of scores on all sections (oral/aural, reading and writing) of the language proficiency test. The following summarizes the test scores that must be collected on language proficiency tests administered and how this information will be collected as baseline data by the department between June 15, and July 15, 2003.

L. Maintaining English Language Proficiency Test Scores

For the purposes of reporting for Title III, you need at a minimum to maintain the following information for each student: grade in school, date of enrollment, and score information from the English language proficiency test that you administer this spring (2003).

- For the MAC II, you need to save the standard score for the Speaking Test, the Listening Test, the Reading Test, the Writing Test and the Total Battery. This information is all available on the Student Record Form if you use this form in your school district. (slide 25).
- For the IPT, raw score and form information (1A, 1B, 2A, 2B, 3A, and 3B) is needed. For the IPT Oral, you must record the student’s score level (A, B, C, D, E or F) and the number correct in that score level. For IPT Reading and Writing, you should save the number correct on each of the sections (slides 26 and 27).
- For the LAS Oral score you will need to record the form (1 or 2) and the total score (a number between 0 and 100). For the Reading and Writing Scales, you will need the form (1A, 1B, 2A, 2B, 3A, and 3B), the total reading score and the total writing score. These scores each range from 1 to 100.

Of course, for purposes of language instruction, you may want to maintain additional information from these tests

M. Collection of Baseline Data (slides 21-23)

Baseline data will be collected via the Department of Education's Web site. It will be collected separately for each school in a district that has one or more English language learners. Data will be collected by grade level. Within each grade level, you will report both exiting information and proficiency level of students by year of language instruction: less than one full year, one full year, two full years, four full years, five full years, and six full years.

N. Determination of Proficiency Levels

The standard-setting studies conducted this spring will determine how proficiency levels will be defined for each test. A conversion table will be published, and each district will convert the test scores for each student to a proficiency level. This proficiency level will be reported.

O. Date of Student Enrollment in District for Purposes of Title III Accountability (slide 24)

The date of student enrollment in a district in order to be counted in the accountability system is July 1, 2003. Thus, students who enter district on or after this date are considered to be enrolled in a district for less than one full academic year. This date is congruent with the Title I system for determining district and school accountability.

P. Districts that Must Report Test Scores

All districts enrolling LEP students must assess students and report student's data regardless of instructional program (bilingual ESL, ESL-only, or English Language Services.)

Q. Future Activities (slide 25)

By June 1, 2003 districts will be sent instructions on how to convert student language proficiency test scores to the five levels. Before June 15, 2003, the department will provide districts with instructions for reporting this baseline data to the Department of Education and information, regarding the date at which the data collection will be posted on the Website. The department must report a statewide summary of base line data to the U.S. Department of Education by September 1, 2003.